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**Level 1t steps Guide**

**Level 2 Next Steps Guide**

Congratulations on achieving your Level One Brighter Beginnings Early Years Inclusion Friendly Setting Award! You may now be thinking, what do I do next for Level 2?

This guide has been put together by the Brighter Beginnings Panel representatives to help settings in their journey towards achieving the Level 2 award

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| **Firstly, set aside some time** to bring your focus back onto the award. Have a refresh of your Level one feedback and your Action Plan you created in Level one. What actions did you set yourself? Have you achieved them or are you still working towards them? What can you do to help your setting continue their progress towards these targets. Do you need to set your setting some new targets if they have achieved the previous ones. |
| **Familiarise yourselves with the** [AET standards for early years settings.](https://www.autismeducationtrust.org.uk/resources/early-years-standards-framework)  Reflect on your provision in relation to the standards and record this on the document. Review and develop your action plan. Remember the AET standards changed in 2022 and reduced significantly to only 17 standards. You may prefer to just start afresh and use the standards to reflect on your provision.    Familiarise yourselves with the [SLCF Structure](https://www.slcframework.org.uk/) - levels, categories, strands and competencies when your approaching Level 2. Use the information provided in regard to the standards to add to your action plan to ensure all staff obtain universal level.   * ***You can send us your completed standards and reviewed action plan as part of your evidence.*** |
| Complete the Level 2 Questionnaire on behalf of your setting. This will help you recap the overall progress you have made since achieving Level one and help remember what CPD has been completed since then that you can ensure is being put into practice and shown during our SEND learning walk visit!  You may want to get all staff to recomplete (and new staff) the [Inclusion confidence audit](https://search3.openobjects.com/mediamanager/reading/enterprise/files/inclusion_confidence_audit.pdf) to see their progress and also understand more about new staff and their training needs. You can then edit and update your team training plan detailing what SEND training all staff or indvidiual staff may need to support their learning and development.  Remember: Inclusion Continous Professional Pevelopment (CPD) may include:   * Dingley’s Promise online training – there wil be 10 modules avaliable over the next few years. All staff need to individually register here: <https://dingley.org.uk/dingleys-promise-training/early-years-inclusion-programme/> * Bespoke Whole Setting Training from Local Authority Trainers. * [NASEN Online Training & Webcasts](https://nasen.org.uk/early-years) (Inclusion Lead can use this free online resources to deliver training to their staff too) * [A is for autism video](https://www.youtube.com/watch?v=zxt3FBVq8Jg) * [Animal School](https://www.youtube.com/watch?v=pV99kLUJS5A) * ICAN Training   You should also have a staff member who has compelted a SEND qualification (or working towards) that is appropiate for their level; this may include   * Level 2 SEND CACHE Award * Level 3 SENDCO Qualification (Local or National) * Teacher SENCO Qualification   You should also ensure you have staff that are being trained on delivering at least one specific intervention that are being worked on within your setting such as:   * Attention Autism Programme * Intensive Interaction * ICAN Early Talk Boost Programmes or other Speech & Language Support Groups * TACPAC Programmes * Sensory Circuits * Sensory Massage/Story/Hand Massage * Other specific intervention based programmes   Don’t forget if your staff have completed new CPD; ask them to complete the [CPD reflection form](https://search3.openobjects.com/mediamanager/reading/enterprise/files/cpd_reflection_form.pdf) can include watching the videos above and provdiing their viewpoints following this.   * ***Please send us a copy of your staff updated CPD achievement & CPD plans in relation to Inclusion!*** |
| Parents! Get parents on board to shout about how amazing you have been about supporting their child with SEND. This may include overcoming barriers and difficulties along the way. Please liase with a parent and seek permission & contact details for a panel member to contact them either via telephone/TEAMs or to ask some questions via email. You can provide this information from the parent permission form provided.   * ***You can send us this via email so we can contact the parent before our visit.*** |
| **Prepare for our visit!**  We will be coming along to visit you so you can complete a SEND learning walk and show us the progress you have made; the areas in SEND & inclusion you feel you excell in and the areas of development you have identified that you wish to continue to work on. This will be an informal showround and conversations with staff, observe how you differeientate your currilcum for children with SEND needs and for you to show us how you record children’s progress.   * **You may wish to have an “all about me” or “SEN Support Plans” ready to show us along with your Action plans!** |
| Ensure you feel confident in using assessment tools. This could include the Leuven Scales of Wellbeing/Involvement; Early Years Developmental Journal; Environmental Assessment Tool; Reading Early Action Communication Tool; Online progress checkers from Speech & Language UK - [Child's progress checker (speechandlanguage.org.uk)](https://speechandlanguage.org.uk/talking-point/childs-progress-checker/)  Remember there is no right or wrong tool to use; but it would be great to see how you have used different tools you have gained from your CPD to help assess and meet children’s needs within your setting!   * ***You can show us evidence of assessment tools completed or environmental audits completed during our visit*** |
| **Don’t forget to complete Environmental audits/checklists to see if you need to make any adjustments to your setting to support children with these needs; for example you may focus on Speech & Language Environment Audit or a Low Arousal Sensory Checklist depending on the needs you have in your setting.** |
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| **Speech & Language Champions**  Have you got a champion? Fantastic if you already do! Make sure they are sharing the information they are gaining and supporting you with developing the SLCN provision as this affects many chidlren without SEND too and is inclusive practice for children who have English as an additional language! If you don’t – email [early.years@brighterfuturesforchildren.org](mailto:early.years@brighterfuturesforchildren.org) |
| **Once you feel you have the evidence to completed Level 2 (either evidence to send in or show us during a visit) please contact us to arrange the Learning Walk Visit!**  We will then complete the visit and review your evidence provided. The visit notes will be submitted to the panel members.  We let you know the outcome within a week of Panel taking place.  Professionals will be asked to endorse the evidence of settings they visit and support, to confirm that it is a true account of the activities undertaken. |

**Hints and Tips**